

# **Pupil Premium Policy & Monitoring Report**



## **Proposed expenditure 2020-21**

**Closing the Gap Lead: Debbie Harrison**

## Number of pupils and pupil premium (PP) funding (Jan 2020 census)

Total number on roll	442
Total number of pupils eligible for PP <ul style="list-style-type: none"> <li>• PP and Ever 6</li> <li>• LAC</li> <li>• Post LAC</li> </ul>	195 7 7
Amount of PP received per pupil <ul style="list-style-type: none"> <li>• PP and Ever 6</li> <li>• LAC</li> <li>• Post LAC</li> </ul>	£1,320 £2,300 £2,300
Allocated PP	£289,600

## Percentage of pupils eligible for PP in each year group

Reception	43%
Year 1	45%
Year 2	43%
Year 3	49%
Year 4	42%
Year 5	44%
Year 6	44%

School leaders carefully monitor PP children as a vulnerable group and direct appropriate provision. It is even more important that these children are supported during this current pandemic after a long lockdown period, and their transition back into school life, and into a new year group.

Provision is reviewed termly and at the end of every academic year to ensure the funding has a positive impact, and the most cost-effective strategies are in place. This report monitors the amount of children accessing additional provision through PP spend and analyses the impact. The possible barriers to learning faced by our PP pupils are as follows:

- Attendance rates need to be at 96% which meets the school target for all children. This needs to be maintained as previously low attendance had reduced their school hours causing them to fall behind on average
- High mobility of pupils in and out of school, as well as a large percentage of children having English as a new or additional language (91%), impacts on consistency in attainment
- Mental health issues. This results in poor concentration and behavioural issues
- Limited range of vocabulary and oracy skills together have a negative impact on speech, language and communication
- Challenging family circumstances, high levels of deprivation and a diverse range of family needs
- Lack of experiences which can have a detrimental effect on academic progress
- Limited understanding of healthy routines (including a nutritious diet) leads to poor health and wellbeing
- Difficulty in completing homework due to a lack of support, resources or parents knowledge in literacy and numeracy
- Being able to access Blended Learning in case of a whole school or partial school closure

We therefore break down the PP spending into three categories:

- Curriculum and Professional Learning
- Social and Emotional Support
- Enrichment Activities

### Current Attainment – End of Key Stage 2

	KS2 2017			KS2 2018			KS2 2019		
	PP (School)	non PP (school)	National (all)	PP (School)	non PP (school)	National (all)	PP (School)	non PP (school)	National (all)
% achieving R,W,M combined	46%	63%	61%	50%	58%	64%	42%	59%	65%
% achieved standard in reading	55%	73%	71%	50%	58%	75%	67%	71%	73%
% achieved standard in writing	50%	73%	76%	57%	83%	78%	42%	59%	79%
% achieved standard in maths	59%	53%	75%	70%	54%	76%	73%	71%	79%

As there were no statutory tests in 2020, results from 2019 are used.

The results from 2019 show that attainment gap within school is narrowing between PP and non PP pupils from individual assessment results in reading and writing but a large gap remains with combined results. There is a significant difference between PP and non PP children in writing and this has effected the combined result in both groups. Writing is a whole school priority for 2020-2021 but for PP children, they need to make accelerated progress in writing to bring them in line with their peers within school and also to narrow the attainment gap with national in all three subjects.

## Nature of support and spending for 2020-21

### Curriculum and Professional Learning

Input (resource and cost)	Desired Outcome	Impact/Evaluation
<p>Ensure that children can access a curriculum that is specifically tailored to allow access for all</p> <ul style="list-style-type: none"> <li>• Wide range of high quality CPD (virtually, or socially distanced) with a focus on the teaching of writing</li> <li>• Release time for leading teachers (supply cover)</li> <li>• Employment of data technician and TLR for Closing the Gap lead (use of school's tracking system to identify vulnerable children's progress)</li> <li>• Termly pupil progress meetings with teachers, closing the gap leader and DHT/HT to monitor attainment and progress (supply cover)</li> <li>• Employment of extra teachers to allow for smaller class sizes. This includes 2 x small nurture classes</li> </ul> <p>Cost £190,605</p>	<p>PP to narrow the attainment gap between them and national in reading and writing.</p> <p>All PP can access a curriculum that meets their needs and allows for accelerated progress, especially after a full term of learning was lost during lockdown.</p> <p>Leaders at all levels are able to hold themselves and their teams to account for performance of PP children as a discrete group.</p> <p>Individual PP children identified and targeted for support in their learning or additional needs.</p> <p>Smaller class sizes facilitating greater scope for personalised learning to target gaps in knowledge</p> <p>Smaller teaching 'bubbles' reduces the number of children being in contact with one another, decreasing the amount of children who would have to miss important school based learning in case of 'bubble' closure</p>	
<p>Ensure high quality provision for the teaching of writing across school.</p> <ul style="list-style-type: none"> <li>• Purposeful reasons for writing linked to topics</li> <li>• Memorable experiences to enrich the curriculum and develop oracy (virtual, first hand)</li> <li>• Website subscriptions to specific sites that will engage children in writing</li> <li>• Purchase of bespoke English curriculum package from local area English hub, tailored to the needs of the school</li> </ul> <p>Increase opportunities for language and oracy:</p> <ul style="list-style-type: none"> <li>• showcase events for parents or other children</li> </ul>	<p>Children have a range of enriching experiences to support their learning and language development.</p> <p>Teachers have strong subject knowledge and are confident in delivering a consistent, school wide approach to the teaching of writing.</p> <p>Writing standards to increase in an attempt to narrow the gap between PP and non PP, and PP and national.</p> <p>PP children are confident when articulating knowledge to an audience. They have a wider range</p>	

<p>where children can share their knowledge and learning (e.g using clasdojo)</p> <ul style="list-style-type: none"> <li>• Purchase green screen to enhance class assemblies</li> </ul> <p>cost £19,500</p>	<p>of vocabulary and have an increase in self-esteem.</p>	
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**Nature of support and spending for 2020-21**

**Social and Emotional Support**

Input (resource and cost)	Desired Outcome	Impact/Evaluation																																																
<p>Maintaining/improving attendance</p> <p>EWO PSA Attendance and data clerks Rewards and incentives</p> <p><i>(Figures used are from 2018-19 as the data from 2019-20 is not a true reflection due to Covid-19)</i></p> <table border="1"> <thead> <tr> <th colspan="2">Number of PP children with less than 90% attendance 2018-2019</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td>1</td></tr> <tr><td>Year 2</td><td>1</td></tr> <tr><td>Year 3</td><td>0</td></tr> <tr><td>Year 4</td><td>3</td></tr> <tr><td>Year 5</td><td>5</td></tr> <tr><td>Year 6</td><td>1</td></tr> </tbody> </table> <p>cost £19,653</p>	Number of PP children with less than 90% attendance 2018-2019		Year 1	1	Year 2	1	Year 3	0	Year 4	3	Year 5	5	Year 6	1	<p>Attendance of PP pupils is at least in line with national – 96%</p> <p>Reduction in the number of PP with less than 90% attendance, especially in Years 5 and 6.</p>	<table border="1"> <thead> <tr> <th colspan="2">Number of PP children with less than 90% attendance 2020-21</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td></td></tr> <tr><td>Year 2</td><td></td></tr> <tr><td>Year 3</td><td></td></tr> <tr><td>Year 4</td><td></td></tr> <tr><td>Year 5</td><td></td></tr> <tr><td>Year 6</td><td></td></tr> </tbody> </table>	Number of PP children with less than 90% attendance 2020-21		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6																					
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<p>Supporting children with social and emotional needs.</p> <p>Independent play therapist THRIVE trained SENDCO Behaviour lead</p> <p><i>(Figures used are from 2018-19 as the data from 2019-20 is not a true reflection due to Covid-19)</i></p> <table border="1"> <thead> <tr> <th>Number of children receiving support</th> <th>PP</th> <th>non PP</th> </tr> </thead> <tbody> <tr><td>Reception</td><td>0</td><td>0</td></tr> <tr><td>Year 1</td><td>0</td><td>0</td></tr> <tr><td>Year 2</td><td>0</td><td>0</td></tr> <tr><td>Year 3</td><td>0</td><td>0</td></tr> <tr><td>Year 4</td><td>1</td><td>1</td></tr> <tr><td>Year 5</td><td>1</td><td>0</td></tr> <tr><td>Year 6</td><td>2</td><td>1</td></tr> </tbody> </table>	Number of children receiving support	PP	non PP	Reception	0	0	Year 1	0	0	Year 2	0	0	Year 3	0	0	Year 4	1	1	Year 5	1	0	Year 6	2	1	<p>A reduction in the number of behavioural issues reported.</p> <p>Children able to fully concentrate in class and able to make progress as they have strategies for coping with emotional issues.</p>	<table border="1"> <thead> <tr> <th>Number of children with reported behavioural issues (2019-20)</th> <th>PP</th> <th>non PP</th> </tr> </thead> <tbody> <tr><td>Reception</td><td></td><td></td></tr> <tr><td>Year 1</td><td></td><td></td></tr> <tr><td>Year 2</td><td></td><td></td></tr> <tr><td>Year 3</td><td></td><td></td></tr> <tr><td>Year 4</td><td></td><td></td></tr> <tr><td>Year 5</td><td></td><td></td></tr> <tr><td>Year 6</td><td></td><td></td></tr> </tbody> </table>	Number of children with reported behavioural issues (2019-20)	PP	non PP	Reception			Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
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<p>Supporting families with difficult circumstances, challenging situations and helping them to support their children.</p> <p>Set up and maintenance of long term loan Android tablets for all children in Year 5 (poverty proofing)</p> <p>ICT technician cost £25,517</p>	<p>PP families engaging with socially-distanced parent workshops and drop-ins to support them in helping children with homework and to keep them safe online.</p> <p>Increase in PP children completing homework on a regular basis and able to consolidate learning.</p> <p>All PP children being able to access the school's 'Blended Learning' in case of a whole school or partial school closure.</p>																																											

## Nature of support and spending for 2020-21

### Enrichment Activities

Input (resource and cost)	Desired Outcome	Impact/Evaluation
<p>To improve levels of pupil health and fitness through working towards achieving the healthy school award.</p> <p>UPS teacher to :</p> <ul style="list-style-type: none"> <li>complete healthy school audit and create action plan</li> <li>liaise with PE leader to develop holistic school approach</li> <li>promote healthy eating through devising a range of class based activities and initiatives throughout the year</li> </ul>	<p>Children understand the importance of leading a healthy lifestyle.</p> <p>Children take ownership of leading a healthy lifestyle.</p> <p>Decrease the proportion of children who are overweight or obese in Year 6 from 39.8% (National Child Measurement Programme 2018) to 20% or less in 2021.</p>	

<ul style="list-style-type: none"> <li>• liaise with kitchen staff to ensure school lunches promote healthy eating</li> <li>• introduce new lunch time system which supports the holistic approach to healthy lifestyles</li> <li>• promote and monitor the importance of healthy packed lunches</li> </ul> <p>cost £5,308</p>		
<p>To promote good mental health</p> <ul style="list-style-type: none"> <li>• Employ a music teacher to visit school once a week</li> </ul> <p>Cost £3,500</p>	<p>To promote a love of music and enable pupils to express their feelings and emotions through this.</p>	